

K-12 LEARN AND SERVE AMERICA (LASA) CALSERVE INITIATIVE PARTNERSHIP PROGRESS TO DATE FOR 2001-2002 AND RENEWAL GUIDELINES FOR 2002-2003

To receive continued funding, all CalServe Partnerships must complete a Progress to Date Report and a Renewal Application for 2002-2003, and the partnership must demonstrate adequate progress toward meeting its prior year objectives/benchmarks (see renewal criteria below).

2002-2003 FUNDING

"Developmental Partnership" funding will remain at the same level as in 2001-2002, and the required match will increase to 30 percent of the total program budget (see chart below).

"Sustainable" partnership funding will remain at the same level as in 2000-2001, and the local match will increase to 50 percent of the total program budget (see chart below).

Developmental Funding

CALSERVE FUNDING 02-03	PERCENT MATCH	MINIMUM LOCAL MATCH 02-03	TOTAL PROGRAM BUDGET
\$30,000	30%	At least \$12,800	\$42,800
\$50,000	30%	At least \$21,400	\$71,400
\$80,000	30%	At least \$34,300	\$114,300
\$100,000	30%	At least \$42,900	\$142,900

Sustainable Funding

CALSERVE FUNDING 00-01	CALSERVE 02-03	PERCENT MATCH	MINIMUM LOCAL MATCH 02-03	TOTAL PROGRAM BUDGET
Up to \$50,000	Up to \$50,000	50%	\$50,000	\$100,000
Up to \$80,000	Up to \$80,000	50%	\$80,000	\$160,000

An original and one copy of your renewal request must be postmarked by September 3, 2002, to:

California Department of Education
Youth Education Partnerships Office
Attention: Greg Weathers
1430 N Street, Suite 6408
Sacramento, CA 95814
(916) 654-3741

CALSERVE INITIATIVE PARTNERSHIP Renewal Application Check-off Sheet

All grant renewal applications must contain the following:

____ **Completed and signed Title Page form**

____ **Budget Page**

____ **Budget Narrative**

Partnership Description

____ A current or updated version of your Partnership Description (attach hard copy, e-mail text revisions to Greg Weathers (gweather@cde.ca.gov)).

Best Practices in Service Learning

____ At least one example of a "Best Practice in Service-Learning" policy (attach hard copy, e-mail text to Arthur Lee (alee@cde.ca.gov)).

Progress to Date

____ Summary of Key Activities 01-02

____ Narrative (five pages double-spaced maximum)

____ Current school board or administrative policy (attach hard copy, e-mail text if available to Greg (gweather@cde.ca.gov)).

Next Year's Plan

____ Summary of Key Activities 02-03

____ Narrative (five pages double-spaced maximum)

____ Partnership Program Data Page and Participant Projections

____ List of Participating School Sites

Appendices

____ Please include any additional information that will provide insight into the work of the partnership including letters of support or recognition, promotional brochures, pamphlets and publicity items/news articles. Please send videos if you have done any about your partnership or a particular service-learning activity.

If you have any questions about the CalServe grant renewal application process, please contact us by e-mail or by phone:

Mike Brugh, mbrugh@cde.ca.gov, (916) 653-7971

Carol Ginzburg, cginzbur@cde.ca.gov, (916) 653-3426

Greg Weathers, gweather@cde.ca.gov, (916) 654-2267

2002-2003 CALSERVE GRANT RENEWAL CRITERIA

APPLICATION REVIEW

CalServe staff will review all renewal applications. Decisions regarding continued funding will be based upon the narrative provided in this renewal process, the 2001-2002 Semi-Annual Report submitted in January 2002, and other ongoing contacts such as phone conversations, discussions at meetings, or site visits.

If there are issues or questions regarding the renewal application, CalServe staff will seek clarification from the partnership coordinator and negotiate a resolution. **Please provide a summer contact address, telephone number, and/or e-mail address for the Partnership Coordinator or someone familiar with the Renewal Application.**

PROGRESS TO DATE

Consideration of past performance will be based upon whether the grantee has:

- Made reasonable progress toward accomplishing goals and objectives for the prior year as described in the original grant application and any subsequent revisions.
- Adequately addressed issues or challenges that have developed.
- Met both the program and financial reporting requirements in a timely manner.

QUALITY OF NEXT YEAR'S PLAN

Consideration of next year's plan will be based on whether the grantee:

- Effectively describes plans, improvements, changes, and/or new endeavors for the coming year.
- Demonstrates the ability to address challenges identified in the previous year.
- Demonstrates plans to move closer to achieving both programmatic and financial sustainability and district-wide implementation goal of at least one high quality service-learning experience at each grade span for all students.

NOTIFICATION OF YEAR TWO GRANT AWARD

Partnerships are scheduled to be notified by September 30, 2002, regarding the status of their grant renewal.

**K-12 LEARN AND SERVE AMERICA (LASA)
CALSERVE INITIATIVE DISTRICT PARTNERSHIP
2002-2003 RENEWAL TITLE PAGE**

Local Education Agency (LEA) Grantee

LEA:	County-District Code:
Name/Title of Fiscal Contact:	
Address:	
City:	ZIP:
Telephone: ()	Fax: ()
E-mail	

Program Coordinator Contact

LEA or Organization that will provide Program Coordination:		
Name and Title of Program Coordinator:		
Address:	City	ZIP:
Telephone: ()	<i>Summer Phone:</i> ()	Fax: ()
E-mail address:		
Web Site for Service-Learning Information:		

Signatures/Approvals

Before completing certification, please review the Policies Related to Certifications and Assurances and Terms of Certifications that were provided with the original grant award in August 2000. By signing this page, the applicant certifies that the LEA agrees to perform all actions and support all intentions stated in the certifications and assurances.

I hereby certify that all applicable federal rules and regulations will be observed by this applicant; that to the best of my knowledge, the information contained in this application is correct and complete; that the attached legal assurances are accepted as the basic legal conditions for the operation of this partnership; and that this applicant hereby agrees to have its use of funds reviewed and/or audited according to the standards and criteria set forth in the CDE's Coordinated Compliance Review (CCR) Manual.

District Superintendent or designee	Superintendent's or Designee's Signature/Date:
Executive Director of organization responsible for Program Coordinator (if other than the district):	Executive Director's Signature/Date

BUDGET PAGE AND BUDGET NARRATIVE

The Budget Page and Narrative should present expenditure plans to support the activities described in the Next Year's Plan narrative.

Budget Page Please complete this form, indicating the line item amounts of CalServe funding and the amounts of match in the appropriate columns. The line item for "Equipment" has been eliminated as the term equipment is used for items over \$4,000. Please include expenses that were previously included in the "Equipment" line item in the "Materials, Books and Supplies" line item.

Budget Narrative Provide a narrative that describes:

- The basis used to determine each line item.
- How the budget line items relate to the 02-03 activities.
- The source and basis used to determine how the match will be used (you are accountable for the use of these funds as with CalServe funds).

Restrictions on the Use of Funding Below is an overview of the appropriate use of funding. Please refer to the CDE General Assurances and CNCS General Grant Provisions that were mailed with your original grant award. These documents are also available on the CalServe Web site (see Grants Management section at www.cde.ca.gov/calserve/districtresources.htm).

- Administrative costs (including indirect costs) are limited to 2.5 percent.
- An amount of at least \$3,000 must be reserved to attend the CalServe sponsored service-learning institutes, trainings, and program coordinator meetings.
- At least 10 percent is required for evaluation purposes.
- No funds may be used for food or refreshments, although a limited amount may be used for student and community recognition.
- No stipends may be paid to K-12 student participants.

CALSERVE LASA PARTNERSHIP 2002-03 BUDGET PAGE

NOTE: For 2002-03, CalServe Partnership budgets must demonstrate an appropriate match of Developmental – 30 percent and Sustainable – 50 percent of the total program cost (see Funding Tables on page 1 for minimum match amounts).

Districts operating CalServe Partnerships are required to report expenditures in accordance with the object classification plan in the *California School Accounting Manual*. For guidelines and requirements on the appropriate use of funding, please refer to the CDE General Assurances and CNCS General Grant Provisions that were mailed with your original grant award. These documents are also available on the CalServe Web site (see the Grants Management section at www.cde.ca.gov/calserve/grantee_resources.htm).

District:				CDS code:		
Amount Requested:		Grantee Fiscal Contact Information (Name, e-mail and phone):				
Object of Expenditure Codes	CalServe LASA K-12	Sources of required match (Cash or In-kind service)				Budget Item Totals
		<u>District funds</u> (a.d.a., state or non-CNS federal categorical)	<u>Public sector</u> (e.g., forest service, police department)	<u>Non-profit</u> (e.g., community-based org. or foundation.)	<u>Private sector</u> (e.g., business partner)	
1000 Certificated Salaries						
2000 Classified Salaries						
3000 Employee Benefits						
4000 Materials, Books and Supplies						
5000 Services and other operating expenditures (other than Travel and Evaluation expenditures)						
5200 Travel & conferences (not related to evaluation)						
Evaluation (at least 10% required)						
5100 Consultant contracts						
5200 Travel						
5800 Other services & operating expenditures						
Total of direct charges above						
Indirect Charges (2.5% cap)*						
Totals	CalServe Request					Total program (plus match)

*Additional indirect normally charged by the district may be used as match.

CalServe Partnership Sample

2002-2003 Grant Renewal Budget Narrative

Sample Budget Narrative Format with 50 Percent Match

	CalServe Funding	Matching Funding
1. Personnel (1000-3000) 0.50 FTE for Coordinator----- 0.50 FTE for Coordinator----- ---	-----\$33,333 -----	-----\$33,333
2. Consultants (5000) Stipends to teachers (10 @ \$333 each) District Match (10 @ \$333 each)	\$3,333	\$3,333
3. Materials and Supplies (4000) Books and printing Kinkos Printing (in-kind donation)	\$3,333	\$3,333
4 Travel (5000, 7000) Travel to Coordinator Meetings	\$2,500	
5. Communications (5000) Phone and Mailing		\$3,333
6. Training Activities (5000, 7000) Three Teacher Workshops Facilities	\$6,283	\$5,450
7. Administrative Indirect (7300) 2.5% cap Administrative Match	\$1,217 (2.5%)	\$1,217
8. Totals	\$50,000	Total Program Cost \$50,000

UPDATED PARTNERSHIP DESCRIPTION AND BEST PRACTICES IN SERVICE-LEARNING

Partnership Description

Your partnership description listed on the CalServe Web site may not reflect the current status of your district's efforts and activities. We often direct folks to these descriptions to learn about the CalServe district-wide partnerships. The accuracy of this information is very important, as it is what people will read when they want to know about your work.

Please review and update your partnership description. To view your current description, go to the Grantee, Regional Map page on the CalServe home page (www.cde.ca.gov/calserve/regions.htm). Please include a hard copy of your (current or revised) Partnership Description with your Renewal Application. Please email an update and revisions to Greg Weathers (gweather@cde.ca.gov).

The description (150-200 words) should briefly describe the status of each of the following items:

- ✓ District Vision and Policy for Service Learning.
- ✓ Organizational Capacity: leadership and staffing structure (advisory committee, administration support, school level staffing) and key resources and partners.
- ✓ Implementation design (e.g., all 3rd graders, through all science classes, through course designation as using service-learning, transcript notation).
- ✓ Evaluation results.

Best Practices in Service-Learning

CalServe wants to recognize and share the great work being done, and we would like information on your best practices. Grantees usually share this information with us as they write their reports and applications, but we have not had a way of actively sharing this information with others. To help meet this need, we are creating a section on the CalServe Web site that will provide examples of these "Best Practices in Service-Learning."

A "Best Practice" can be an example of anything that your partnership has found to be helpful in achieving your district-wide goals for service-learning: A School Board Policy, for example, that has really given support to your program; or how leadership for service-learning is promoted through a School Site Advocate Program or a Buddy Reading Program that involves High School Students (reading at the 6th grade level) supported by Title I working with 6th graders; or support from AmeriCorps Members that are from a Higher Education Partner.

It may be more efficient to write up your best practices after completing the Progress to Date and Next Year's Plan narrative, as examples of your best practices will already be contained in these sections. It will then be just a quick cut-and-paste to complete this request. To get you thinking, please refer to the draft list of "Best Practices in Service-Learning, Program Areas and Topics," found at the end of this document. Please submit a paragraph on the areas most valuable to your efforts. In addition to providing a hard copy of these descriptions with your application, please e-mail the examples to Arthur Lee, CalServe Student Assistant (alee@cde.ca.gov). We believe all partnerships have something they can be proud of, and we encourage all to share this pride with others.

PROGRESS TO DATE

JANUARY 2002 THROUGH AUGUST 2002

The information provided in the Progress to Date section will give CalServe staff a picture of the progress made toward achieving your goals and benchmarks, and the challenges that you have met and/or the lessons learned. There are two parts to this section: List of Key Activities and the Progress to Date Narrative.

Progress to Date Summary of Key Activities

Please complete the Key Activities form found at the end of this document by listing specific events, meetings, trainings, and activities that occurred during the year. The list should provide a clear picture of the actual work (journey) occurring in the district partnership. The period covered in this section should be from January 1, 2002, to August 30, 2002.

Progress to Date Narrative (5 pages double spaced)

The narrative for this section should cover the period of time between January 1, 2002, and August 30, 2002. Prior to completing this part of the application, please review the original application submitted to CalServe, renewal application(s), and the 2001-02 Semi-Annual Report submitted in January 2002.

Grantees must address each item listed under the sections below. Some information may need to be repeated; in these cases you may refer to the Key Activities form or to another place in the narrative where information may be found.

A. DISTRICT VISION AND POLICY FOR SERVICE-LEARNING

- Provide a discussion on what has occurred this year that has enhanced and/or challenged the district's vision for implementing service-learning district-wide, and how you involved stakeholders in the process.
- Describe the status of district policy that ensures that all students in the district will have at least one high quality service-learning experience at each grade span. If you have not done so previously, please attach a copy of any school board or administrative policy.

B. HIGH QUALITY SERVICE-LEARNING

- Describe what has occurred toward achieving this year's benchmark(s) to ensure service-learning activities are of the highest quality and adhere to the federal definition (describe training and professional development in Section C below).
- Provide examples of how students were assessed for the academic content standards while engaging in service-learning activities.

C. TRAINING AND PROFESSIONAL DEVELOPMENT

- Describe what has occurred toward achieving this year's benchmark(s) for training and professional development for all stakeholders.
- What were the major success and challenges to achieving your benchmarks?
- Make sure you have listed the training and professional development activities on the Progress to Date Summary of Key Activities form.

D. ORGANIZATIONAL AND LEADERSHIP CAPACITY

- Describe what has occurred towards achieving this year's benchmark(s) for organizational capacity.
- Describe the status of the partnership's advisory committee (role changes and membership additions) and any new partners who are now supporting service-learning.
- Describe the current status of support you have received from school and district administration and from the school board.
- Describe the status of any new or expanded initiative coordination strategies that were implemented.
- Describe where most of the service-learning has occurred (i.e., grade levels, content or program) in the district. Describe how the partnership has expanded the use of service-learning to deliver district content standards, (i.e., new grade levels, additional content areas, more teachers involved). Are there groups/grade span(s) of students yet to participate in service-learning?
- Provide an overview of the district's public relations and recognition activities for service-learning and the impacts that have been made. Make sure that you have listed specific activities and events on the 2001-2002 Progress to Date Summary of Key Activities form.

E. RESOURCE DEVELOPMENT

- Describe what has occurred toward achieving this year's benchmark(s) for resource development.
- Provide an overview of the support and key resources that partners have brought to the partnership.
- Provide as attachments any written agreements or Memoranda of Understanding with these partners.
- Describe the status of creating linkages to other state and federal programs.

F. EVALUATION AND CONTINUOUS PROGRAM IMPROVEMENT

- Provide an overview of the work of your local evaluation team and describe its role. Make sure that you list specific activities and events related to their work on the 2001-2002 Progress to Date Summary of Key Activities form.
- Describe any focused or special evaluation activities that helped inform your work. Examples might include Action Research Study Teams, student participation in the evaluation process, other evaluations that referred to service-learning such as WASC/PQR or district-wide studies. Any of these could be excellent candidates for the "Best Practices."
- Describe the current stage of development of this year's local evaluation report (due October 21, 2002).
- Describe how you have used last year's evaluation results (for Sustainable and second-year Developmental Partnerships) and any interim evaluation results from this year's evaluation for program improvement.

NEXT YEAR'S PLAN

OCTOBER 2002 THROUGH SEPTEMBER 2003

Next year will be the final year of CalServe's Learn and Serve America three-year grant cycle. At the end of next year, Developmental Partnerships will have the opportunity to apply for a three-year (2003-2006) Sustainable Partnership grant. Sustainable Partnerships will continue to be associated with CalServe as service-learning affiliates (or will continue to serve as models). Therefore, grantees are encouraged to focus their attention on how this next year's work will best prepare them to make the transitions described above.

There are three parts to this section: Summary of Key Activities, Partnership Program Data Page and Participant Projections, and the Next Year's Plan Narrative.

1. Next Year's Plan/Summary of Key Activities

Please complete the Summary of Key Activities form found at the end of this document. You should list specific events, meetings, trainings and activities that will occur during the next year. This listing should provide a timeline and brief description of the actual work that is described in the Next Year's Plan Narrative below.

Please address each item listed under the sections below. Some information may need to be repeated; in these cases you may refer to the Key Activities form or the place in the narrative where this information may be found.

2. Partnership Program Data Page and Participant Projections

Please provide the data requested in the "Partnership Program Data Page and Participant Projections" form. This data and information will be used to inform CalServe and your key stakeholders of the results of this past year and the proposed objectives for next year.

3. Next Year's Plan Narrative (5 pages)

Below are the same focus areas used in the Progress to Date Section above.

A. DISTRICT VISION AND POLICY FOR SERVICE-LEARNING

- Describe next year's benchmarks for enhancing the district's vision for implementing service-learning district-wide.
- Describe the plans to establish or enhance district policy (school board or administrative) to ensure that all students in the district will have at least one high quality service-learning activity at each grade span.

B. HIGH QUALITY SERVICE-LEARNING

- What are next year's benchmarks for ensuring high quality service-learning?
- Describe what will occur to ensure that these benchmarks will be achieved (do not fully describe training and professional development here, see Section C on the next page).
- Provide examples of how students will be assessed for the academic content standards while engaging in service-learning activities.
- How will your partnership ensure that service-learning activities are of high quality and adhere to the federal definition?
- Describe at least two strategies that teachers will use to assess students' learning through service-learning.

C. TRAINING AND PROFESSIONAL DEVELOPMENT

- What are next year's benchmarks for training and professional development for all stakeholders?
- What is the Professional Development Plan for next year's grant cycle?
- How did you identify the needs that will be addressed in this plan?
- Who and how many individuals will be trained?

D. ORGANIZATIONAL CAPACITY

- What are next year's benchmarks for organizational capacity?
- Describe any proposed changes and additions to the partnership's advisory committee. Describe how the school and district administration will increase its organizational support for service-learning next year.
- Describe any new or expanded initiative coordination strategies that will be implemented next year.
- Identify any additional staff who will be supporting the implementation of your plan.
- Identify any new partners who will be supporting service-learning.
- Identify any anticipated new linkages to other state and federal programs, which are not currently in place.

E. RESOURCE DEVELOPMENT

- What are next year's benchmarks for resource development?
- Indicate the additional resources that new partners will bring to the partnership. Provide Memoranda of Understanding for these additional partners.
- Describe the Public Relations and Recognition activities planned for the next year of the grant cycle. Please include activities that will involve at least one state and one federal legislator (include these events in the next year's summary of key activities).

F. EVALUATION AND CONTINUOUS PROGRAM IMPROVEMENT

- Identify any anticipated new members of your local evaluation team and describe their roles.
- Referring to the benchmarks listed in the previous sections, create a local evaluation plan that describes how each benchmark will be evaluated. You may follow the Sample Local Evaluation Plan template (attached) to develop your plan.
- Describe how the Local Evaluation Team will monitor continuous program improvement and make necessary changes during the next year of the grant cycle.

CalServe Partnership Key Dates for 2002-2003

July 2002	Release of 02-03 Grant Renewal Guidelines
September 3, 2002	CalServe Renewal Applications due (Required Report/Application)
September 30, 2002	FY 01-02 CalServe Grant period ends
October 21, 2002	Local Evaluations due to CalServe
October 2002	Make a Difference Day
Fall 2002	Release of 2003-2006 Developmental Request for Application
Fall 2002	Partnership Coordinator Meeting (TBA)
December 31, 2002	Last day to liquidate obligations (i.e., pay all FY 01-02 bills)
January 10, 2003	Year-End Financial Close-Out Reports due for 2001-02
January 17, 2003	Semi-Annual Progress Report (July to Dec 2002) due (Required Report)
January 20, 2003	Martin Luther King Day of Service
February, 2003	CalServe Leadership Institute (TBA)
March 31, 2003	Cesar Chavez Day of Service and Learning
April 11-13, 2003	National Youth Service Day
April 23-26, 2003	National Service Learning Conference (Minneapolis)
April 30, 2003	Mid-Year Financial Reports due for 01-02 (Required Report)

PROGRESS TO DATE PROGRESS TO DATE PROGRESS TO DATE**CalServe Partnership Summary of Key Activities****September 2001- August 2002***

Please list information on the events and activities that have occurred during the 2001-2002 school year. You may attach the Key Activities included in the January 2002 semi-annual report to this form. Provide as much detail as possible about what has happened between the time you submitted your semi-annual report and the end of August 2002. In the second column indicate the "Area of Focus" that was targeted in the activity by using the six areas listed in the Progress to Date section: District Vision & Policy (VP), High Quality Service-Learning (S-L), Training and Professional Development (TPD), Organizational and Leadership Capacity (OLC), Resource Development (RD), Evaluation and Continuous Program Improvement (E).

It is very important to include enough detail to help reviewers understand the general scope and depth of the events that have occurred this year. Key activities might include meetings, trainings, outreach activities, presentations, etc.

<u>Key Activity Dates</u>	<u>Area of Focus (VP, S-L, TPD, OLC, RD, E)</u>	<u>Key Activity Description</u>	<u>Target Audience</u>

* Although the time period is different here than in the Progress to Date narrative it will help to include activities covered during the regular school year. Year-round schools should adapt the time period as appropriate to their needs.

NEXT YEAR'S PLAN NEXT YEAR'S PLAN NEXT YEAR'S PLAN**CalServe Partnership Summary of Key Activities****September 2002- August 2003***

Please provide information on the events and activities that are planned for the 2002-2003 school year. It is very important to include enough detail to help reviewers understand the general scope and depth of the events to occur.

As requested in the Progress to Date Summary of Key Activities, indicate the "Area of Focus" that was targeted in the activity by using the six areas listed in the Next Year's Plan section: District Vision & Policy (VP), High Quality Service-Learning (S-L), Training and Professional Development (TPD), Organizational and Leadership Capacity (OLC), Resource Development (RD), Evaluation and Continuous Program Improvement (E).

<u>Key Activity Dates</u>	<u>Area of Focus (VP, S-L, TPD, OLC, RD, E)</u>	<u>Key Activity Description</u>	<u>Target Audience</u>

* Although the time period is different here than in the Next Year's Plan narrative it will help to include activities covered during the regular school year. Year-round schools should adapt the time period as appropriate to their needs.

CalServe Partnership Participant Data Form 2000-2003

LEA	County-District code:
Name /Title of Person completing this form	

In which setting does your partnership operate? ☐ Rural ☐ Suburban ☐ Urban ☐ Mixed

Current and Projected Participant Data

Student Participants	Total in District	Indicate the total number of participants for each year		
		00-01	01-02	02-03 Projected
Students in Grades K-5				
Students in Grades 6-8				
9-12 Students at Comprehensive High Schools				
9-12 Students at Alternative Settings				
Total Students				

School Employees	Total in District	Indicate the total number of participants for each year		
		00-01	01-02	02-03 Projected
Teachers				
Administrators/School Board Members				
Other School Staff				
Total School Employees				

Parents and/or Family Members	Total in District	Indicate the total number of participants for each year		
		00-01	01-02	02-03 Projected
Total Parents and/or Family Members				

Community Representatives	Total in District	Indicate the total number of participants for each year		
		00-01	01-02	02-03 Projected
From Community-Based Organizations				
From Public Agencies				
From Business				
AmeriCorps Members				
AmeriCorps VISTA				
Senior Corps (RSVP, Foster Grandparents, Senior Companion)				
Legislators and Community Officials				
Other				
TOTALS ALL PARTICIPANTS				

Grantee Program Information Form

2001 - 2002

LOCAL EDUCATIONAL AGENCY	CALSERVE COORDINATOR
SERVICE-LEARNING WEB SITE ADDRESS _http://	

CalServe will be including information about each partnership on our Web page (www.cde.ca.gov/calserve) so that it may be shared with interested individuals and organizations. Please use data from the 2001-2002 school year.

NUMBER OF STUDENT PARTICIPANTS: Estimate the number of student participants involved in service-learning by grade level.
 Grades K-5: _____ Grades 6-8: _____ Grades 9-12: _____ Total Students: _____

NUMBER OF NON-STUDENT PARTICIPANTS: Estimate the number of non-student participants involved, by category.
 Teachers: _____ Administrators: _____ Parents/family members: _____ Community members: _____

TARGETED STUDENT POPULATION INFORMATION: Check ☒ all boxes that most appropriately describe the unique student populations that were involved in service-learning through your partnership.

Continuation/Alternative Education	Gifted & Talented Program	Court and Community School
Limited English Proficient	Special Education	Other (Identify):

SUBJECT AREAS: Check all the boxes that most appropriately describe subject areas in which service-learning was used during the 2001-2002 school year.

Agricultural Education	Health Education	Physical Education
Arts: Visual or Performing	History/Social Studies	Science (including Environmental Ed)
Business Education	Home Economics	Visual Communications (inc. Drafting, graphics)
English/Language Arts	Industrial/Technical Ed	Other (Identify):
Foreign Language	Mathematics	Other (Identify):

INSTITUTIONAL SUPPORT/FUNDING SOURCES: Check ☒ categorical programs that directly or indirectly supported service-learning at the partnership district and schools (e.g., cash, transportation, release time, paraprofessional support).

ESEA Title I	School Improvement Program
ESEA, Bilingual Education (Title VII)	School-Based Coordinated Program
ESEA, Migrant Education (Title IC)	School to Career
ESEA, Eisenhower (Title II Part B)	SB 1882/Staff Development Funds
ESEA, Safe & Drug Free (Title IV)	Tobacco Use Prevention Education (TUPE)
Gifted and Talented Education	Environnemenal Education Grant
Specialized Secondary Schools Program	Student Leadership Grant
Garden-Enhanced Nutrition Grant	Technology Grant
After-School Programs	Other (Identify):
Healthy Start	Other (Identify):

School Participation Form

2000-01 to 2002-03

Please complete the tables below. If this is a multi-district partnership, complete one School Participation Form for each district in the partnership.

NUMBER OF SCHOOLS INVOLVED

Please indicate the total number of schools in the district and the past, current, and projected number of schools to be involved for each grade span.

Name of District	Total Schools in the District	Number of Schools Participating Per Year		
		00-01	01-02	Projected 02-03
Elementary				
Middle/Junior High				
Comprehensive High				
Continuation/Other				
Total Schools				

SCHOOL LEVEL IMPLEMENTATION Provide an updated list of schools for each district participating in your partnership. Provide information on the implementation strategy and the year that it became actively involved.

Name of School	S-L Implementation Strategy (e.g. Grades, Subjects, and Programs)	Year it became actively involved

Best Practices in Service-Learning, Program Areas and Subtopics

Below are proposed titles for Program Areas and Subtopics for which there could be examples of best practices.

Vision and Policy

District Vision
School Board/Admin. Policy
District Plans
School Site Plans

Subject Area Best Practice

Agriculture Education
Applied Technology and Computer Education
Business Education
Consumer and Home Economics
Visual and Performing Arts
Foreign Languages
Reading/ Language Arts
English Language Development
Health and Health Education
History/Social Science
Industrial Technology
Mathematics
Physical Education
Safety Education
Science

Alternative Settings

Special Education
Juvenile Justice
Community Day
Charter School
Partnership Academy
After School
Home School/ Independent Study
Higher Education
Other

Educational Service Areas

Dropout Prevention
Diversity Education/Training
Preschool Support
Literacy Tutoring /Buddy Reading
Literacy Tutoring/English Language Learners
Mentoring
Teaching/Docent Activities
Special Education Support

Public Works and Safety Service Areas

Building and Grounds Restoration / Preservation
Public Safety General (disaster preparedness, public works)
Housing and Home Repair
Historical Documentation and Collection
Vehicle Safety
Economic Development
Computer and Technology Support
Conflict Resolution/Healthy Relationships
Safe Streets and Neighborhoods

Civic Action Service Areas

Voter Registration
Campaign Education/Voter turn out
Governmental Committee Formation
Legislative Education
Fund Raising

Health Service Areas

AIDS and HIV Education
Drug, Alcohol and Tobacco Prevention
Personal Health/Hygiene Education
Health Prevention Services
Social Services
Fitness
Hunger
Nutrition Education
Food Gardens

Human and Social Needs Service Areas

Disabled Issues/Needs
Child Care
Elder Care and Fitness
Mental Health
Family Life
Gender Issues
Gender Identity Issues
Homelessness

Environmental Service Areas

Cleanups
Tree Planting
Local Conservation Corp
Restoration of habitat or lands
Public Access to Lands and Parks
Non Food Gardens
Recycling/ Conservation
Water Quality
Toxic Chemical Avoidance

Youth Voice and Involvement

Youth Identified Community Needs
Youth Individual Leadership Roles
Youth Commissions and Committees

Reflection

Written/Oral
Creative/Artistic
Use of Technology

Student Assessment

Performance Based Assessment Methods
Project Presentations

Celebration & Recognition

Activities
Involvement of Elected Officials
Public Relations

Training and Professional Development

Professional Development, Assessment, Tools/Plans and Activities
Peer to Peer Practices
Action Research

Leadership and Organizational Structure

District Advisory Board/Committee
District and School Site Admin Leadership
Coordination Structure
School Site Advocates

Grade Level Wide Implementation

Preschool to 12th Grade

Resources and Program Integration

Innovative funding Activities
No Child Left Behind (formerly IASA)
Title I, II, IV, V, VI, etc.
School to Career
Others....

Model Collaborations

Higher Education
Business and Industry
Community Based/Public Organizations

Local Corps and Corporation for National and Community Service Collaborations

Local Corps
Learn and Serve Higher Education
Learn and Serve Community Based
AmeriCorps Members
AmeriCorps VISTA
Senior Corps

Evaluation

Evaluation tools; Forms/Surveys
Evaluation Leadership/Design

Accountability

Student Course Credit
Student Hours
School Portfolios
School Program Improvement Integration with WASC, PQR
Local Education Agency Plan
Single School Plan
District Strategic Plan